CAMBRIDGE
International Education

Cambridge International AS & A Level

BUSINESS **9609/22**

Paper 2 Business Concepts **October/November 2024**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **38** printed pages.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Social Science-Specific Marking Principles
(for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

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3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Guidance on using levels-based marking

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The examiner should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.
- L1, L2 etc. must be clearly annotated on the response at the point where the level is achieved.

Assessment objectives

AO1 Knowledge and understanding
Demonstrate knowledge and understanding of business concepts, terms and theories.

AO2 Application
Apply knowledge and understanding of business concepts, terms and theories to problems and issues in a variety of familiar and unfamiliar business situations and contexts.

AO3 Analysis
Analyse business problems, issues and situations by:
- using appropriate methods and techniques to make sense of qualitative and quantitative business information
- searching for causes, impact and consequences
- distinguishing between factual evidence and opinion or value judgement
- drawing valid inferences and making valid generalisations.

AO4 Evaluation
Evaluate evidence in order to make reasoned judgements, present substantiated conclusions and, where appropriate, make recommendations for action and implementation.

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Annotations for RM Assessor

To award	Annotation	Comment	Use on Paper 2
Correct		For objective points that are right or wrong.	**Q1(a)(i)** and **Q2(a)(i)** (identify) **Q1(b)(i)** and **Q2(b)(i)** (calculate)
Incorrect		For objective points that are wrong.	**Q1(a)(i)** and **Q2(a)(i)** (identify) **Q1(b)(i)** and **Q2(b)(i)** (calculate) Also, incorrect elements of ANY question.
Unclear		When there is a misunderstanding in a response.	Any
Too Vague		When the candidate has attempted something, but the mark/skill has not been awarded.	Any
Highlight	Highlighter Or Underline	To highlight a point or section of an answer that justifies the mark/annotation.	Any
Benefit of doubt		When the candidate has attempted something, and the mark/skill has been awarded.	Any
On page comment	On page comment	Rarely used in live marking. Very useful for practice scripts. To communicate with the supervisor.	Any
Not using text		When the context has not been used.	**Q1(b)(ii), Q1(c), Q1(d), Q2(b)(ii), Q2(c), Q2(d)**.
Seen		To show a page/section has been seen/read.	Any
Not answering question		When the response is not focussed on answering the question.	Any

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To award	Annotation	Comment	Use on Paper 2
Repetition	REP	The repetition of a previous point in a response Or Candidate is copying the case study/data.	Any
Own figure rule	OFR	The own figure rule applies – acts as a mark/tick.	**Q1(b)(i)** and **Q2(b)(i)**
Knowledge (AO1) L1	K	When AO1 has been awarded. Number of Ks should match the mark awarded.	**Q1(a)(ii). Q1(b)(ii), Q1(c), Q1(d), Q2(a)(ii), Q2(b)(ii), Q2(c), Q2(d)**
Knowledge (AO1) L2			
Application (AO2) L1	APP	When AO2 has been awarded. Number of APPs should match the mark awarded.	**Q1(a)(ii). Q1(b)(ii), Q1(c), Q1(d), Q2(a)(ii), Q2(b)(ii), Q2(c), Q2(d)**
Application (AO2) L2			
Analysis (AO3) L1	AN	When AO3 at Level 1 has been awarded.	**Q1(c), Q1(d), Q2(c), Q2(d)**
Analysis (AO3) L2	DEV	When AO3 at Level 2 has been awarded.	**Q1(c), Q1(d), Q2(c), Q2(d)**
Evaluation (AO4) L1	EVAL	When AO4 at Level 1 has been awarded.	**Q1(d)** and **Q2(d)**
Evaluation (AO4) L2	E	When AO4 at Level 2 has been awarded.	**Q1(d)** and **Q2(d)**
Evaluation (AO4) L3	EE	When AO4 at Level 3 has been awarded.	**Q1(d)** and **Q2(d)**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)(i)</td><td>Identify <u>one</u> promotion method.

Indicative content

Promotion methods ✔:
• advertising/advertisement
• sales
• direct
• digital
• packaging
• branding

Accept only the answers above

Do not accept examples of a method (i.e. social media or social media promotion), unless the method is specified (i.e. social media <u>advertising</u>).

If more than one answer is given, only mark the first, reading from top left to bottom right.</td><td>1</td></tr>
<tr><td>1(a)(ii)</td><td>Explain the term capital expenditure (line 16).

<table>
<tr><th>AO1 Knowledge and understanding
1 mark</th><th>AO2 Application
2 marks</th></tr>
<tr><td></td><td>2 marks
Developed application of one relevant point to a business context.</td></tr>
<tr><td>1 mark
Knowledge of one relevant point is used to answer the question.</td><td>1 mark
Limited application of one relevant point to a business context.</td></tr>
<tr><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td></tr>
</table>
</td><td>3</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)(ii)</td><td>

Indicative content
Definition of capital expenditure:
the purchase of non-current assets that are expected to last for more than one year, such as buildings and machinery.

AO1 Knowledge and understanding
Knowledge of business expenditure K, may include:
- Purchasing
- Buying
- Spending money on
- Investing in

AO2 Application
Explanation of capital expenditure APP may include:
- Non-current assets
- Fixed assets
- Assets expected to last for more than a year/12 months

Context applied to capital expenditure way APP, including:
- Any example of capital expenditure, including:
- Machinery
- Property
- Factories

Accept all valid responses.

Guidance in awarding marks

<table>
<tr><td>Knowledge & understanding</td><td>Knowledge of business expenditure</td><td>1 mark</td></tr>
<tr><td>Explanation</td><td>Application to capital expenditure</td><td>1 mark</td></tr>
<tr><td>Context</td><td>Applied to a business context/ business environment</td><td>1 mark</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)(ii)</td><td>
<table>
<tr><th>Exemplar and annotations</th><th>Marks</th><th>Rationale</th></tr>
<tr><td>Buying K non-current assets APP, like machinery APP</td><td>3</td><td>Knowledge of expenditure with explanation of capital and a valid example of something that can be bought using capital expenditure.</td></tr>
<tr><td>When a business purchases K things that are likely to be used or owned for more than 12 months APP</td><td>2</td><td>Knowledge of expenditure and explanation of what capital is.</td></tr>
<tr><td>A vehicle APP is an example of capital that is purchased K</td><td>2</td><td>An example followed by the knowledge of expenditure. Only award if the K is present.</td></tr>
<tr><td>Capital expenditure is when a business purchases K capital items, such as a vehicle APP</td><td>2</td><td>Knowledge of purchasing and an example.</td></tr>
<tr><td>Buying K day to day things like inventory</td><td>1</td><td>The knowledge mark for understanding of expenditure, but the rest of the answer is incorrect – this is revenue expenditure.</td></tr>
<tr><td>Capital expenditure is when a business has expenditure on capital items, like machinery.</td><td>0</td><td>This is a tautology. Although the example is right, they cannot be awarded without K.</td></tr>
</table>
</td><td></td></tr>
</table>

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Question	Answer	Marks
1(b)(i)	**Refer to Table 1.1. Calculate the labour turnover rate for PP in 2023.** Formula: $\frac{\text{Number of employees who left a business within a time period}}{\text{Total number of employees in a business}} \times 100$ (1) **OR** $\frac{100+14}{450+120} \times 100$ (1) $\frac{114}{570} \times 100$ (1) = 20% (3) If the candidate calculates each division's labour turnover, award one mark for each correct answer, to a maximum of two marks in total. $\frac{100}{450} \times 100 = 22.22\%$ (1) (accept 22.2 (recurring*), 22.2 and 22 i.e. any correct rounding) $\frac{14}{120} \times 100 = 11.67\%$ (1) (accept 11.66 (recurring*), 11.67, 11.7 or 12 – i.e. any correct rounding) Do not accept 11.6 or 11.66 (incorrect rounding) Answer of 0.2 should be awarded 2 marks **with working.** *A recurring number can be shown as a dot above the recurring number i.e. 11.6 or three dots after the recurring number i.e. 22.2*	**3**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(b)(i)</td><td>

Examples and annotations

<table>
<tr><th>Marks</th><th></th><th></th></tr>
<tr><td>3 marks</td><td>Correct answer
20% or 20</td><td>Working and % sign do not matter.</td></tr>
<tr><td>2 marks</td><td>Both of the following:
• Formula
• Correctly calculated employees who left (114) AND correctly calculated total employees (570)
OR
An incorrect answer with one mistake allowing OFR for final stage.

OR
Candidate has correctly calculated the labour turnover for both divisions (Growing 22.22% and Retail 11.67%)

OR
An answer of 0.2 (candidate did not multiply by 100) with appropriate working.</td><td>To award two marks, there must be
• Two ✓ and a ✗
OR
• One ✓ , one ✗ and one OFR</td></tr>
<tr><td>1 mark</td><td>One of the following:
• Correct formula
• Correctly calculated employees who left (114) AND correctly calculated total employees (570)
OR

Candidate has correctly calculated the labour turnover for one division (Growing 22.22% and Retail 11.67%)</td><td>To award one mark, there must be:
• One ✓ and two ✗</td></tr>
<tr><td>0 marks</td><td>No creditable content.</td><td>To award zero marks, there must be
• One ✗</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(b)(ii)</td><td>

Explain <u>one</u> possible impact on PP of its employees being trade union members.

<table>
<tr><th>AO1 Knowledge and understanding
1 mark</th><th>AO2 Application
2 marks</th></tr>
<tr><td></td><td>2 marks
Developed application of one relevant point to a business context.</td></tr>
<tr><td>1 mark
Knowledge of one relevant point is used to answer the question.</td><td>1 mark
Limited application of one relevant point to a business context.</td></tr>
<tr><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td></tr>
</table>

Indicative content

AO1 Knowledge and understanding

Knowledge of trade union involvement K (max 1 mark), including:

Positive, including:
- collective bargaining
- job security
- higher wages
- increased employee welfare
- better working conditions
- communication between employers and employees

Negative, including:
- industrial action (strikes, work to rule etc.)
- loss of productive time
- increased costs

AO2 Application

Explanation of why Trade Union involvement will have an impact on PP APP (max 1 mark), including:
- collective bargaining; may mean higher wages for employees
- job security; workers are less likely to leave
- higher wages; avoid a strike

</td><td>3</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(b)(ii)</td><td>
• increased employee welfare; which the business has to pay for
• better working conditions; because of collective bargaining
• communication between employers and employees; improving coordination
Negative impacts, including:
• industrial action (strikes, work to rule etc.); to improve working conditions
• loss of productive time; reducing the businesses ability to manufacture products
• increased costs; from increased wages.

Context applied to an impact of trade union involvement at PP APP (max 1 mark), including:
• The growing division has 100% trade union membership – which may mean more impacts (positive and negative)
• The retail division has only 25% trade union membership – which may mean employees do not share the same impacts (positive and negative).
• 450 employees from the growing division are trade union members – but only 30 employees from the retail division are trade union members.
• In total 480 employees are trade union members – which is 84% (rounded) of the entire workforce.
• The salary for the growing division may be higher – than the salary for the retail division.
• PP is a private limited company
• 12 large shops in in countryside within country Q with fields near the shops.
• Outsourcing used in retail division, not (as far as is known) in farming division.

Accept all valid responses.

Guidance in awarding marks
<table>
<tr><td>Knowledge & understanding</td><td>Knowledge of trade union involvement</td><td>1 mark</td></tr>
<tr><td>Explanation</td><td>Explanation of an impact on PP from trade union involvement</td><td>1 mark</td></tr>
<tr><td>Context</td><td>Context linked to an impact on PP of trade union involvement</td><td>1 mark</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(b)(ii)</td><td>
<table>
<tr><th>Exemplar and annotations</th><th>Marks</th><th>Rationale</th></tr>
<tr><td>An impact may be from collective bargaining K, which may mean PP has to pay increased wages APP. This will have a big impact on the Growing division which has 100% trade union membership APP</td><td>3</td><td>An impact of trade union membership is collective bargaining, and this impact can increase wages for the explanation. The context is applied to this impact.</td></tr>
<tr><td>One impact is that workers may insist on better working conditions K for the 570 employees APP.</td><td>2</td><td>An impact identified and context applied to this.</td></tr>
<tr><td>Collective bargaining K could lead to higher wages APP.</td><td>2</td><td>Both higher wages and collective bargaining are their own impacts, but the candidate has linked the two together here, so they have identified and explained (but no context).</td></tr>
<tr><td>Impacts include a strike K or workers picketing REP or better wages REP or increased costs REP.</td><td>1</td><td>Four impacts here, but they are not linked at all and so the first is awarded, but the others are REP.</td></tr>
<tr><td>Trade unions are a group of employees representing the interests of its members.</td><td>0</td><td>No impact here, so 0 marks. Not knowledge of Trade Union involvement – only a definition of a Trade Union</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(c)</td><td>

Analyse <u>one</u> advantage and <u>one</u> disadvantage to PP of outsourcing the manufacture of pots.

<table>
<tr><th>Level</th><th>AO1 Knowledge and understanding
2 marks</th><th>AO2 Application
2 marks</th><th>AO3 Analysis
4 marks</th></tr>
<tr><td>2</td><td></td><td></td><td>3–4 marks
Developed analysis
• Developed analysis that identifies connections between causes, impacts and/or consequences of two points.
• Developed analysis that identifies connections between causes, impacts and/or consequences of one point.</td></tr>
<tr><td>1</td><td>1–2 marks
• Knowledge of two relevant points is used to answer the question.
• Knowledge of one relevant point is used to answer the question.</td><td>1–2 marks
• Application of two relevant points to a business context.
• Application of one relevant point to a business context.</td><td>1–2 marks
Limited analysis
• Limited analysis that identifies connections between causes, impacts and/or consequences of two points.
• Limited analysis that identifies connections between causes, impacts and/or consequences of one point.</td></tr>
<tr><td>0</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td></tr>
</table>

</td><td>8</td></tr>
</table>

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Question	Answer	Marks
1(c)	**Indicative content** **AO1 Knowledge and understanding** Knowledge of an advantage of outsourcing K (max 1 mark – annotate on left) including: • Improved focus on the core business activities • Increased efficiency • Controlling/low costs • Increased capacity • Improve quality • Access to specific skills. Knowledge of a disadvantage of outsourcing K (max 1 mark – annotate on right), including: • Loss of control over production process • Lack of control of quality • Reliance on an external stakeholder • Lack of flexibility • Delays/extra transportation may be inevitable. **AO2 Application** Context applied to an advantage APP (max 1 mark) and disadvantage APP (max 1 mark) of outsourcing to PP, including: • PP is a private limited company – limited liability, finance etc. • Sells potted plants in ceramic or clay pots – integral to product. • 12 large shops in countryside within country Q with fields near the shops. • Variety of pricing methods – requires a range of cheap to expensive priced products. • Outsourcing used in retail division, not (as far as is known) in farming division. • Use of Table 1.1 • CC is based in the same country as PP. • PP would like more variety from CC but CC does not want to afford the capital expenditure. • CC has a lead time of three days. • FF makes plastic pots in a large factory in country S (different country to PP). • FF uses mass customisation, producing any size and colour of pot. • FF has a lead time of one month.	

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Question	Answer	Marks
1(c)	**AO3 Analysis** *Limited analysis* AN *– candidate shows one link in the chain of analysis.* *Developed analysis* DEV *candidate shows two or more links in the chain of analysis or a two-sided analysis.* Advantages of outsourcing, including: • Improved focus on the core business activities; lower costs – increased profit. • Increased efficiency; higher quantity of products – increased sales revenue. • Controlling costs (with CC); more cash available to overcome labour turnover problems in farming division. • Increased flexibility (with FF); better customer satisfaction – increased sales. • Improve quality; fewer defective pots – improved customer satisfaction. • Access to specific skills; better presentation of PP plants – increased sales. Disadvantages of outsourcing, including: • Loss of control over production process; may lead to poorer quality control – increased costs. • Reliance on an external stakeholder; relatively long lead times – reduced customer satisfaction. • Lack of flexibility; less able to respond to changes in customer demand – lower sales. • Delays may be inevitable (beyond the lead time); poor customer satisfaction – reduced sales revenue. • Likely to have a higher cost (due to having to cover CC or FF's profit margin); increased prices – lower sales, Accept all valid responses. **Exemplars and annotations**	

AO1 Knowledge	AO2 Application	AO3 Analysis
Outsourcing can reduce PPs capital expenditure K	to produce plastic and clay pots APP	This allows PP to spend on other areas of the business such as marketing AN which could increase demand for its pots DEV.
The pots will need to be transported to PP K	and FF is in another country APP.	Which could increase PP's costs AN and lead to lower profits DEV.

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(d)</td><td>Evaluate the importance to PP of workforce planning.
<table>
<tr><th>Level</th><th>AO1 Knowledge and understanding
2 marks</th><th>AO2 Application
2 marks</th><th>AO3 Analysis
2 marks</th><th>AO4 Evaluation
6 marks</th></tr>
<tr><td>3</td><td></td><td></td><td></td><td>5–6 marks
Developed evaluation in context
• A developed judgement/conclusion is made in the business context.
• Developed evaluative comments which balance some key arguments in the business context.</td></tr>
<tr><td>2</td><td>2 marks
Developed knowledge of relevant key term(s) and/or factor(s) is used to answer the question.</td><td>2 marks
Developed application of relevant point(s) to the business context.</td><td>2 marks
Developed analysis that identifies connections between causes, impacts and/or consequences.</td><td>3–4 marks
Developed evaluation
• A developed judgement/conclusion is made.
• Developed evaluative comments which balance some key arguments.</td></tr>
</table></td><td>12</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(d)</td><td>
<table>
<tr><td>1</td><td>1 mark
Limited knowledge
of relevant key term(s) and/or factor(s) is used to answer the question.</td><td>1 mark
Limited application
of relevant point(s) to the business context.</td><td>1 mark
Limited analysis
that identifies connections between causes, impacts and/or consequences.</td><td>1–2 marks
Limited evaluation
• A judgement/conclusion is made with limited supporting comment/evidence.
• An attempt is made to balance the arguments.</td></tr>
<tr><td>0</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td></tr>
</table>
Indicative content

AO1 Knowledge and understanding
Knowledge of the use and/or contents of a workforce plan (max 2 marks).
Uses of a workforce plan, including:
• analysing the current workforce,
• determining future workforce needs,
• identifying the gap between the workforce you will have available and your future needs,
• implementing solutions so that an organisation can accomplish its mission, goals, and strategic plan.
Contents of a workforce plan, including:
• number of workers/employees required
• skills required
• skill gap analysis
• likely future human resource (HR) requirements
• action plan to achieve business human resource objectives
• demographic changes
• talent management
</td><td></td></tr>
</table>

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Question	Answer	Marks
1(d)	**AO2 Application** Context applied to knowledge of workforce planning to PP APP (max 2 marks), including: • PP is a private limited company. • Both the farming and retail divisions rely on human resources. • 12 large shops in in countryside within country Q with fields near the shops. • Variety of pricing methods – may increase skills needed in retail workers. • Outsourcing used in retail division, not (as far as is known) in farming division. May involve communication skills. • Use of Table 1.1. **AO3 Analysis** *Limited analysis* AN *- candidate shows one link in the chain of analysis.* *Developed analysis* DEV *- candidate shows two or more links in the chain of analysis.* • Analysing the current workforce; both divisions are likely to require skilled workers including; Farming – agricultural, chemicals, managerial, manual – all of which have a cost associated – reduced profitability. Retail – customer services, managerial, marketing – some of which may be in high supply in country Q – reduced wages – increased profitability. • Determining future workforce needs; to maintain market share in what is likely to be a competitive market. • Determining future workforce needs; both divisions are likely to be labour intensive (especially retail) – increases PP's ability to operate in a competitive market. • Identifying the gap between the workforce you will have available and your future needs; farming division may require new product development – increased USP – increased sales. • Implementing solutions so that an organisation can accomplish its mission, goals, and strategic plan; to increase future growth/survival/profitability.	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(d)</td><td>

AO4 Evaluation

Limited evaluation EVAL *– unsupported judgement and/or a weak attempt at evaluative comment*
Developed evaluation E *– supported judgement and/or reasonable evaluative comment*
Developed evaluation in context EE *– supported judgement in context and/or reasonable evaluative comment in context.*

- A judgement over importance to PP of workforce planning.
- Evaluation of the relative importance of different factors.
- Elements that the evaluation/judgement might depend upon – cost of the labour as a proportion of the total costs of the product/sales, which division is being planned for, the labour market in country Q, dynamism of the potted plant market in country Q, the USP of PP, PP's competitors.

Accept all valid responses.

Exemplars for awarding evaluation

<table>
<tr><th>L1 EVAL (limited supporting evidence)</th><th>L2 E (developed supporting evidence)</th><th>L3 EE (developed supporting evidence with context)</th></tr>
<tr><td>Workforce planning is very important to PP.</td><td>Workforce planning is very important to PP because it is a large business with many employees that are essential to the success of the business.</td><td>Workforce planning is very important to PP because it is a large business with 570 employees that are essential to the success of the business.</td></tr>
<tr><td>The importance of workforce planning depends on the local economy.</td><td>The importance of workforce planning depends on the local economy. For example, if there was high unemployment, then PP might easily replace workers, without the need to plan.</td><td>The importance of workforce planning depends on the local economy. For example if there was high unemployment near PP's 12 retail shops, then PP might easily replace workers, without the need to plan.</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(a)(i)</td><td>Identify <u>one</u> stage of the product life cycle.

Indicative content:
Stages ✔ include:
• Development/research/testing/initial design
• Introduction/launch
• Growth
• Maturity/saturation
• Decline.

Accept only the answers above

If more than one answer is given, only mark the first, reading from top left to bottom right.</td><td>1</td></tr>
<tr><td>2(a)(ii)</td><td>Explain the term limited liability (line 1).

<table>
<tr><th>AO1 Knowledge and understanding
1 mark</th><th>AO2 Application
2 marks</th></tr>
<tr><td></td><td>2 marks
Developed application of one relevant point to a business context.</td></tr>
<tr><td>1 mark
Knowledge of one relevant point is used to answer the question.</td><td>1 mark
Limited application of one relevant point to a business context.</td></tr>
<tr><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td></tr>
</table>
</td><td>3</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(a)(ii)</td><td>

Indicative content

AO1 Knowledge and understanding
Knowledge of limited liability K (max 1 mark), including:
- Limited liability is a legal status where a person's financial commitment/responsibility is restricted to a fixed sum
- Only a set amount of money invested is at risk
- Personal assets are not at risk
- Only business assets are at risk

AO2 Application
Explanation of limited liability APP (max 1 mark), including:
- Protects shareholders/investors
- Creates a separate legal identity (for a business)
- Most commonly limited to the value of a person's investment
- Can be linked to debt
- Also applies to legal actions (i.e. suing a business)

Context applied to limited liability APP (max 1 mark), including:
- An example of a type of business that has limited liability, including:
  Private limited company (allow Ltd)
  Public limited company (allow PLC, Inc. or Corp)
  Limited liability partnership
  Incorporated business

Accept all valid responses.

Guidance in awarding marks

<table>
<tr><td>Knowledge and understanding</td><td>Knowledge of limited liability</td><td>1 mark</td></tr>
<tr><td>Explanation</td><td>Explanation of limited liability</td><td>1 mark</td></tr>
<tr><td>Context</td><td>Applied to a business context/business environment</td><td>1 mark</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(a)(ii)</td><td>
<table>
<tr><th>Exemplar and annotations</th><th>Marks</th><th>Rationale</th></tr>
<tr><td>The most an owner could lose is the amount they invested K which protects investors APP within businesses such as private limited company APP.</td><td>3</td><td>Clear knowledge of limited liability/risk, with the protection as explanation and a private limited company an example of a type of business that has limited liability.</td></tr>
<tr><td>Shareholders personal wealth is protected APP because they can only lose the sum of money that they invested K, for example McDonalds has limited liability as a public limited company APP.</td><td>3</td><td>The explanation comes first, followed by the knowledge and an example.</td></tr>
<tr><td>TDC must be either a PLC or Ltd APP to have limited liability. Only the amount invested is at risk K.</td><td>2</td><td>The example comes first, followed by the knowledge.</td></tr>
<tr><td>Only the funds invested are at risk K.</td><td>1</td><td>Knowledge only.</td></tr>
<tr><td>Limited liability means that shareholders are protected in case of financial difficulty.</td><td>0</td><td>There is no knowledge of limited liability here, so no other marks can be awarded.</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(b)(i)</td><td>

Refer to Table 2.2 and other information. Calculate the variance between TDC's budgeted revenue and actual revenue for 2023. State whether the variance is favourable or adverse.

Variance = actual revenue – budgeted revenue (1)
$400m – $340m = $60m (1)
Adverse (1)
Answer = $60m adverse (3)
$60m (award 2 marks – without adverse).

Exemplar and annotations

<table>
<tr><th>Marks</th><th></th><th></th></tr>
<tr><td>3 marks</td><td>Correct answer
$60m adverse (allow 60 adverse or 60 unfavourable or –60 adverse)</td><td>Working, $ and millions (m) do not matter.

Do not accept a minus sign (–) as adverse.</td></tr>
<tr><td>2 marks</td><td>Correct calculation of size of variance (i.e. $60m or –$60m)

OR

An incorrect answer with one mistake allowing OFR for final stage.</td><td>To award two marks, there must be
• Two ✓ and a ✗
OR
• One ✓ , one ✗ and one OFR</td></tr>
<tr><td>1 mark</td><td>One of the following:
• Correct formula
• Identification of numbers (i.e. 400 and 340)</td><td>To award one mark, there must be:
• One ✓ and two ✗</td></tr>
<tr><td>0 marks</td><td>No creditable content.</td><td>To award zero marks, there must be
• One ✗</td></tr>
</table>

</td><td>3</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(b)(ii)</td><td>

Explain <u>one</u> possible benefit to TDC of using budgets.

<table>
<tr><th>AO1 Knowledge and understanding
1 mark</th><th>AO2 Application
2 marks</th></tr>
<tr><td></td><td>2 marks
Developed application of one relevant point to a business context.</td></tr>
<tr><td>1 mark
Knowledge of one relevant point is used to answer the question.</td><td>1 mark
Limited application of one relevant point to a business context.</td></tr>
<tr><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td></tr>
</table>

Indicative content

AO1 Knowledge and understanding
Knowledge of a benefit of budgeting (max 1 mark), including:
- Coordinates activities
- To control finances/spending
- To assist with planning
- To monitor performance
- Translate objectives into strategy.
- Translate strategy into tactics.
- Provide a record of organisational activities
- Can improve communication
- Improve resources allocation
- Improve efficiency
- Provides a tool for corrective action
- Compare different areas of the business
- To help achieve objectives.

</td><td>3</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(b)(ii)</td><td>

AO2 Application

Explanation of a benefit of using budgets APP (max 1 mark), including:

- Coordinates activities; between functional areas of the business
- To control finances/spending; by allocating appropriate resources to different areas of the business
- To monitor performance; by doing a variance analysis
- Translate objectives into strategy; to make sure the objective is met
- Translate strategy into tactics; to make the strategy is implemented
- Provide a record of organisational activities; for later comparison
- Can improve communication/coordination; by giving financial targets
- Improve resources allocation; by giving a quantitative target
- Improve efficiency; by allocating finances to different areas of the organisation
- Provides a tool for corrective action; when actual and budgeted are compared
- Compare different areas of the business; to improve communication/coordination

Context applied to a limitation of using **budgets for TDC** APP (max 1 mark) including:

- Use of answer to Q2bi ($60m – OFR)
- Revenue was $360m in 2023 compared with a budget of $400m.
- TDC's objective to reduce the cost of raw materials (by 2025)
- TDC's objective to increase market share by 10%.of B2C market (by 2025)
- TDC's product areas – VKola, Vtropical, VOrange and VLemon.
- Use of Table 2.1
- Possible merger between HL and TDC
- Use of Table 2.2

Accept all valid responses.

Guidance in awarding marks

<table>
<tr><td>Knowledge and understanding</td><td>Knowledge of a benefit of using budgets</td><td>1 mark</td></tr>
<tr><td>Explanation</td><td>Explanation of a benefit of using budgets</td><td>1 mark</td></tr>
<tr><td>Context</td><td>Context linked to a benefit of using budgets</td><td>1 mark</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(b)(ii)</td><td>
<table>
<tr><th>Exemplar and annotations</th><th>Marks</th><th>Rationale</th></tr>
<tr><td>A benefit of using a budget is that it allows a business to efficiently allocate its resources K by allocating specific sums of money to different products APP like TDC allocating money to VKola APP.</td><td>3</td><td>A benefit showing knowledge and then explained for the first APP. The example is from the context so APP awarded.</td></tr>
<tr><td>It helps TDC to monitor its own performance K by doing a variance analysis APP to show adverse variances such as the $60m revenue variance APP.</td><td>3</td><td>A benefit showing knowledge and then explained for the first APP. The example is from the context so APP awarded.</td></tr>
<tr><td>Provides a financial plan K for each product like VOrange that TDC produces APP</td><td>2</td><td>Knowledge and context, but no explanation of how a financial plan is a benefit.</td></tr>
<tr><td>Budgets can improve efficiency K, and monitor performance and be used to help TDC achieve its objectives.</td><td>1</td><td>There are three benefits here, but all are only K. None are explained or contextualised.</td></tr>
<tr><td>TDC has a $60m adverse variance when they did the budget. This means that the revenue was lower than expected, which is bad for TDC.</td><td>0</td><td>There is no knowledge of a benefit of budgets here, so the context cannot be awarded.</td></tr>
</table>
</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(c)</td><td>

Analyse <u>two</u> ways in which TDC could use the Boston Matrix analysis in Table 2.1.

<table>
<tr><th>Level</th><th>AO1 Knowledge and understanding
2 marks</th><th>AO2 Application
2 marks</th><th>AO3 Analysis
4 marks</th></tr>
<tr><td>2</td><td></td><td></td><td>3–4 marks
Developed analysis
• Developed analysis that identifies connections between causes, impacts and/or consequences of two points.
• Developed analysis that identifies connections between causes, impacts and/or consequences of one point.</td></tr>
<tr><td>1</td><td>1–2 marks
• Knowledge of two relevant points is used to answer the question.
• Knowledge of one relevant point is used to answer the question.</td><td>1–2 marks
• Application of two relevant points to a business context.
• Application of one relevant point to a business context.</td><td>1–2 marks
Limited analysis
• Limited analysis that identifies connections between causes, impacts and/or consequences of two points.
• Limited analysis that identifies connections between causes, impacts and/or consequences of one point.</td></tr>
<tr><td>0</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td></tr>
</table>

</td><td>8</td></tr>
</table>

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Question	Answer	Marks
2(c)	**Indicative content** **AO1 Knowledge and understanding** Knowledge of uses of Boston Matrix K, such as: • To analyse the breadth/specialisation of a business's product portfolio • To manage/change its product portfolio • To Identify best/worst performing product • To identify opportunities for growth/investment • To identify opportunities for product development/new products • To allocate resources/budget effectively (between products) • To enable business to move ?/problem child to stars • To ensure business to move stars to cash cows • To enable business to launch new products • To enable business to avoid dogs • To help a business plan for the future sales/product development/achieve objectives *The Boston Matrix is also referred to as the BCG Matrix.* **AO2 Application** Context applied to a use of the Boston Matrix APP (max 2 marks), including: • Vkola – Star (high market growth, high market share) • VTropical – question mark/problem child (high market growth, low market share) • VOrange – Dog (low market growth, low market share) • VLemon – Cash Cow (low market growth, high market share) • Recent commissioned primary market research into TDC's product portfolio • TDC's objectives: to increase TDC's profit margin by reducing the cost of raw materials to increase TDC's market share of the business to consumer (B2C) market for carbonated drinks. • To provide data to HL about the business to facilitate the merger • Use of Table 2.2 • TDC is a multinational business	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(c)</td><td>

AO3 Analysis
Limited analysis AN *– candidate shows one link in the chain of analysis.*
Developed analysis DEV *candidate shows two or more links in the chain of analysis or a two-sided analysis.*
Annotate first way on left and second way on right)

Analysis of using the Boston Matrix, including:
- To analyse the breadth/specialisation of a business's product portfolio; only four products within TDC's portfolio, may mean the business will need to increase its product portfolio – to increase sales.
- To analyse the breadth/specialisation of a business's product portfolio; to identify dogs for withdrawal from the market – unlikely to add to business revenue.
- To enable business to move? to stars; to focus marketing spend on increasing VTropical's market share (to a star) – to increase revenue – to increase profit.
- To ensure business to move stars to cash cows; to reduce marketing spend on Vkola (to a cash cow) as the market has lower growth – to reduce costs – to increase profitability.
- To enable business to launch new products – to replace VTropical as it increases its market share – to increase sales – to increase profit.
- To enable business to avoid dogs; suggest that VOrange may be a dog and TDC should reduce marketing spend (or discontinue the product) – to decrease overall costs of TDC – increase profit.

Accept all valid responses.

Exemplars and annotations

<table>
<tr><th>AO1 Knowledge</th><th>AO2 Application</th><th>AO3 Analysis</th></tr>
<tr><td>To see which products are performing poorly K.</td><td>For example VOrange is a dog APP.</td><td>Which may lead to TDC discontinuing VOrange AN and replacing it with a product which may have a larger market share DEV</td></tr>
<tr><td>To identify stars K</td><td>Like VKola APP</td><td>Which will require high levels of promotion AN which may mean they develop into a cash cow for TDC. DEV.</td></tr>
</table>

</td><td></td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(d)</td><td>Evaluate whether the planned merger with HL will enable TDC to achieve its objectives.
<table>
<tr><th>Level</th><th>AO1 Knowledge and understanding
2 marks</th><th>AO2 Application
2 marks</th><th>AO3 Analysis
2 marks</th><th>AO4 Evaluation
6 marks</th></tr>
<tr><td>3</td><td></td><td></td><td></td><td>5–6 marks
Developed evaluation in context
• A developed judgement/conclusion is made in the business context.
• Developed evaluative comments which balance some key arguments in the business context.</td></tr>
<tr><td>2</td><td>2 marks
Developed knowledge of relevant key term(s) and/or factor(s) is used to answer the question.</td><td>2 marks
Developed application of relevant point(s) to the business context.</td><td>2 marks
Developed analysis that identifies connections between causes, impacts and/or consequences.</td><td>3–4 marks
Developed evaluation
• A developed judgement/conclusion is made.
• Developed evaluative comments which balance some key arguments.</td></tr>
</table></td><td>12</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(d)</td><td>

<table>
<tr><td>1</td><td>1 mark
Limited knowledge
of relevant key term(s) and/or factor(s) is used to answer the question.</td><td>1 mark
Limited application
of relevant point(s) to the business context.</td><td>1 mark
Limited analysis
that identifies connections between causes, impacts and/or consequences.</td><td>1–2 marks
Limited evaluation
• A judgement/conclusion is made with limited supporting comment/evidence.
• An attempt is made to balance the arguments.</td></tr>
<tr><td>0</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td><td>0 marks
No creditable response.</td></tr>
</table>

Indicative content

AO1 Knowledge and understanding

Knowledge of mergers, including:

- A type of business acquisition that describes the consolidation of two or more businesses or the assets of those businesses, including the joining of two firms, acquisition of a firm's assets (including intellectual capital), consolidations, tender offers, purchase of inventory, and management combination.
- Benefits of a merger, including:
  Shared resources
  May reduce costs
  Avoids duplication of resources
  Speedy way to grow
  Removes competition.

Knowledge of business objectives, including:

- Business objectives are the specific and measurable, achievable, resourced and time-based results that businesses hope to reach. About giving a business a direction. Business strategy enables a business to reach its objectives.

</td><td></td></tr>
</table>

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Question	Answer	Marks
2(d)	**AO2 Application** Context applied to TDC and HL merging APP (max 2 marks), including: • Use of Table 2.1, including: Vkola – Star VTropical – question mark VOrange – Dog VLemon – Cash Cow • Recent commissioned primary market research into TDC's product portfolio • TDC's objectives: To increase TDC's profit margin by reducing the cost of raw materials To increase TDC's market share of the business to consumer (B2C) market for soft drinks. • Table 2.2 data, including: $340m revenue for TDC and $280m for HL – combined revenue of $620m. $23.8m profit (7% profit margin) for TDC and $14m (5% profit margin) for HL – combined $37.8m profit (6.01% combined profit margin– not 12% profit margin) Reduces TDC's end of year profit margin (as a percentage) assuming no cost savings. Likely to be cost savings by merging production facilities. Different target market segments; TDC convenience shops, supermarkets (retail) whereas HL sells to restaurants, events and hotels (commercial). TDC B2C whereas HL B2B. **AO3 Analysis** *Limited analysis* AN *– candidate shows one link in the chain of analysis.* *Developed analysis* DEV *– candidate shows two or more links in the chain of analysis.* Analysis of the impact of a merger on the objectives of a firm, including: • Objective to increase profit margin: Reduce cost of sales – combining production facilities – shared product of soft drinks – increase profitability. Reduce marketing costs – although different target markets, so may not be possible. Reduce overlap of managerial positions – especially middle management – increase profitability. Combination of brand names – may further reduce marketing costs – increase profitability. Opens up a new market B2B for TDC – increase sales – increase profit (but not profit margin). However, also likely to increase costs, including the actual costs of the merger – reduce profitability (in the short run). Unlikely to increase profit by % by the end of 2024 – year almost over. Do not have information about the product portfolio of HL – likely to be some overlap which may reduce profitability.	

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Question	Answer	Marks
2(d)	• Objective to increase market share: HL is targeting the B2B market – opens new market opportunities for TDC beyond the B2C market. By focussing on a new target market, TDC is unlikely to increase market share – more likely to reduce market share (as market size increases. Reduces the level of competition within the soft drinks market. **AO4 Evaluation** *Limited evaluation* EVAL *– unsupported judgement and/or a weak attempt at evaluative comment* *Developed evaluation* E *– supported judgement and/or reasonable evaluative comment* *Developed evaluation in context* EE *– supported judgement in context and/or reasonable evaluative comment in context.* • A judgement whether the planned merger with HL will enable TDC to achieve either or both objectives (reduce profit/profit margin and increase market share). Judgement must be linked to objectives and/or TDC's specific objectives). • Evaluation of the likelihood of the merger reaching one of the objectives (over the other). • Elements that the evaluation/judgement might depend upon – external environment, economic conditions, competitive structure of the soft drinks market, timescale of the objectives, strategies already implemented by the Board of Directors, product portfolio of HL etc. Accept all valid responses.	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(d)</td><td>

Exemplars for awarding evaluation

<table>
<tr><th>L1 EVAL (limited supporting evidence)</th><th>L2 E (developed supporting evidence)</th><th>L3 EE (developed supporting evidence with context)</th></tr>
<tr><td>Yes, the merger will help TDC achieve its objective</td><td>Yes, the merger will help TDC achieve its objective by quickly increasing productive capacity enabling it to increase its sales.</td><td>Yes, the merger will help TDC achieve its objective by quickly increasing productive capacity enabling it to increase its sales and market share.</td></tr>
<tr><td>No, it won’t help TDC achieve its objective</td><td>No, it won’t help TDC achieve its objective because the businesses do not have the same target market.</td><td>No, it won’t help TDC achieve its objective of increasing market share because the businesses do not have the same target market.</td></tr>
<tr><td>Whether the merger will help achieve the objectives depends on TDC having the finance to fund the merger.</td><td>Whether the merger will help achieve the objectives depends on TDC having the finance to fund the merger, such as the money to make some unnecessary employees redundant.</td><td>Whether the merger will help achieve the objectives depends on TDC having the finance to fund the merger, such as the money to make some unnecessary employees redundant, if the combined target market remains B2C, then some of HL’s sales employees might be redundant.</td></tr>
</table>

</td><td></td></tr>
</table>

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